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Drawing from scholars and teachers in composition studies, English education, and K-12 English language arts, Teaching/Writing: The Journal of Writing Teacher Education seeks articles that expand knowledge and improves practice in all contexts relating to the teaching of writing teachers, including:

- Methods, theories, and practices of teaching pedagogy classes for pre-service teachers of writing
- First-year composition teaching mentoring and support
- Writing Across the Curriculum teacher mentoring and support
- Composition theory as it applies to teacher preparation and teacher development
- In-service programs for currently practicing teachers
- Connections between K-12 and university writing teaching
- Issues within and beyond the National Writing Project and similar programs
- Other professional issues of writing teacher education, composition studies, and English education.

We encourage submissions that expand the conversation of teaching and mentoring writing teachers at all levels. Articles should be 12-20 manuscript pages. Use MLA citation and style. Please ensure that all identifying information is purged from the article.

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